



Explain how you created your caterpillar line plot.

Tear off the last page of this test. Measure each caterpillar to the nearest inch. Plot the data on the line plot below.

Paper Caterpillar Lengths

x = 1 caterpillar

Name 2.MD.9

|  |
| --- |
| Teacher notes:  Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.  Students who demonstrate complete mastery accurately measure the lengths of all of the caterpillars and correctly use one x for each measurement on the line plot. Students should also be able to explain how they created the line plot.  Students who demonstrate substantial accomplishment accurately measure the lengths of all of the caterpillars and correctly use one x for each measurement on the line plot. But they might have difficulty/need assistance explaining how they created the line plot.  Students who demonstrate partial accomplishment may measure the caterpillars accurately, but may not be able to complete the line plot correctly. Or students might have difficulty measuring the caterpillars accurately, which would result in incorrect results on the line plot. |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Not yet:** Student shows evidence of misunderstanding, incorrect concept or procedure | | | **Got It:** Student essentially understands the target concept. | | | | **NEEDS IMPROVEMENT**  **(N)** | | **WITH ASSISTANCE**  **(W)** | | | **INDEPENDENT**  **(I)** | | **0 Unsatisfactory:**  **Little Accomplishment**  The task is attempted and some mathematical effort is made. There may be fragments of accomplishment but little or no success. Further teaching is required. | **1 Marginal:**  **Partial Accomplishment**  Part of the task is accomplished, but there is lack of evidence of understanding or evidence of not understanding. Further teaching is required. | | **2 Proficient:**  **Substantial Accomplishment**  Student could work to full accomplishment with minimal feedback from teacher. Errors are minor. Teacher is confident that understanding is adequate to accomplish the objective with minimal assistance. | **3 Excellent:**  **Full Accomplishment**  Strategy and execution meet the content, process, and qualitative demands of the task or concept. Student can communicate ideas. May have minor errors that do not impact the mathematics. | |   Adapted from Van de Walle, J. (2004) Elementary and Middle School Mathematics: Teaching Developmentally. Boston: Pearson Education, 65 |